



1



2



3

The story is always about moral purpose


I know if I need extra help or to be challenged to do better I will get the right support

My parents are involved in the school

I belong here

I know how I am being assessed and what I need to do to improve my work

I get to learn lots of interesting and different subjects



I can get the job that I want

I know what good work looks like and can help myself to learn

I can work well with and learn from many others as well as my teacher

I know what my learning objectives are and feel in control of my learning

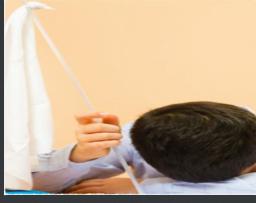
I use computers to help me learn

All these... whatever my background, whatever my abilities, wherever I start from

4

What do we know about successful systems?

1. The quality of a system or school cannot exceed the quality of its people
2. The only way to improve student outcomes is to improve the quality of teaching
3. High performance requires every child to succeed



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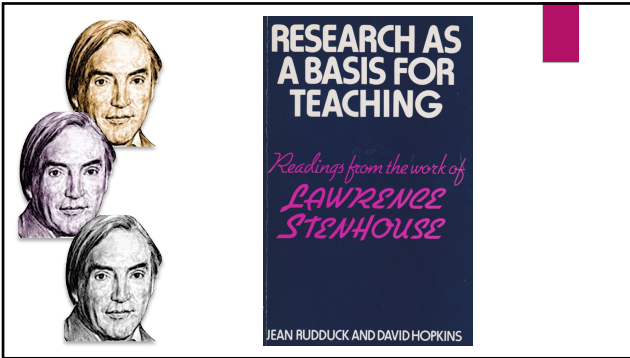
IS THIS FAMILIAR?





850 - Classroom of the University of Bologna - Laurentius de Volkonia

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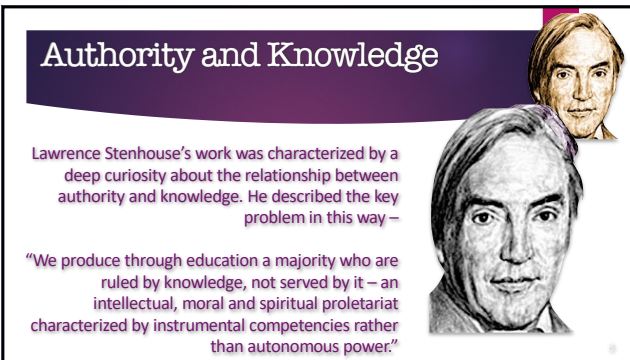


RESEARCH AS A BASIS FOR TEACHING

Readings from the work of
LAWRENCE STENHOUSE

JEAN RUDDUCK AND DAVID HOPKINS

7

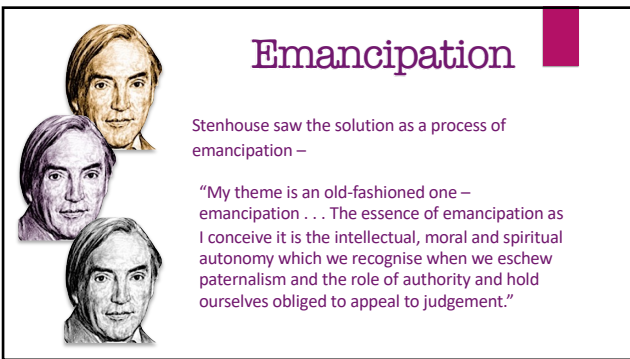


Authority and Knowledge

Lawrence Stenhouse's work was characterized by a deep curiosity about the relationship between authority and knowledge. He described the key problem in this way –

“We produce through education a majority who are ruled by knowledge, not served by it – an intellectual, moral and spiritual proletariat characterized by instrumental competencies rather than autonomous power.”

8




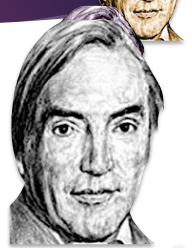
Emancipation

Stenhouse saw the solution as a process of emancipation –

“My theme is an old-fashioned one – emancipation . . . The essence of emancipation as I conceive it is the intellectual, moral and spiritual autonomy which we recognise when we eschew paternalism and the role of authority and hold ourselves obliged to appeal to judgement.”

9

Nature of Knowledge






Research knowledge only becomes useful when it is subjected to the discipline of practice through the exercise of the teacher's professional judgement.

For, as Lawrence Stenhouse said many years ago, such proposals are not to be regarded "as an unqualified recommendation, but rather as a provisional specification claiming no more than to be worth putting to the test of practice. Such proposals claim to be intelligent rather than correct."

10

How Research Improves Teaching




The capacity of research to improve teaching depends on - and in turn feeds and strengthens - the teacher's professional judgment.

Research can only markedly improve the art of teaching if it:

1. Offers hypotheses (i.e. tentative conclusions) whose applications can be verified because they can be tested in the classroom by the teacher. OR
2. Offers descriptions of cases or retrospective generalizations about cases sufficiently rich in detail to provide a comparative context in which to judge better one's own case.

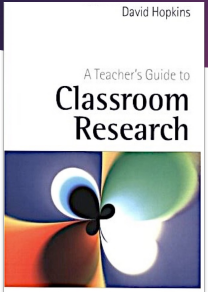
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Professional Development

"In short the outstanding characteristic of the extended professional teacher is a capacity for autonomous professional self-development through systematic self-study, through the study of the work of other teachers and through the testing of ideas by classroom research procedures."

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David Hopkins


A Teacher's Guide to
Classroom Research

- ◆ The teacher's primary job is teach and facilitate learning
- ◆ Data collection should not be too demanding on teacher time
- ◆ The methodology must be reliable enough to allow teachers to develop hypotheses and strategies to enhance student learning
- ◆ The focus of the research should be driven by moral purpose
- ◆ Teacher researchers should pay attention to ethical considerations
- ◆ Classroom research should adopt a 'classroom exceeding perspective'

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Kurt Lewin and Action Research

Action research is a philosophy and methodology of research generally applied in the social sciences. It seeks transformative change through the simultaneous process of taking action and doing research, which are linked together by critical reflection.



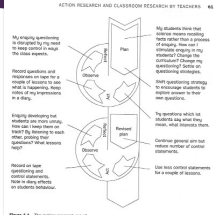
Learning is more effective when it is an active rather than a passive process.
— Kurt Lewin —
AL 04/0744

Kurt Lewin described action research as "comparative research on the conditions and effects of various forms of social action and research leading to social action" that uses "a spiral of steps, each of which is composed of a circle of planning, action and fact-finding about the result of the action".

There is nothing so practical as a good theory.
Kurt Lewin

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The Action Research Spiral



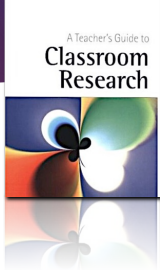
Plan
My students think that when we learn reading skills they have a process of learning. I will try to find out if this is true by asking them to write a story about a character who is learning to read. I will observe their writing and see if they are using the skills they have learned.

Act
I will give them a story to read and see if they are using the skills they have learned. I will observe their reading and see if they are using the skills they have learned.

Observe
I will observe their writing and see if they are using the skills they have learned. I will observe their reading and see if they are using the skills they have learned.

Reflect
I will reflect on the results of my action and see if they are using the skills they have learned. I will reflect on the results of my action and see if they are using the skills they have learned.

Figure 4.1 The action research spiral.
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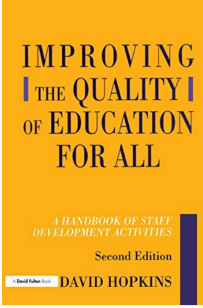


A Teacher's Guide to
Classroom Research

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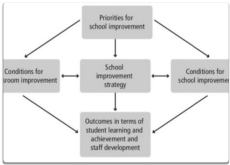
Three Generations of School Improvement Programmes

- Improving the Quality of Education for All
- Curiosity and Powerful Learning
- Unleashing Greatness



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Improving the Quality of Education for All




- The journey of school improvement – we travel as Pilgrims not as Nomads
- Not so much a program – more a way of life ...


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Curiosity and Powerful Learning

01



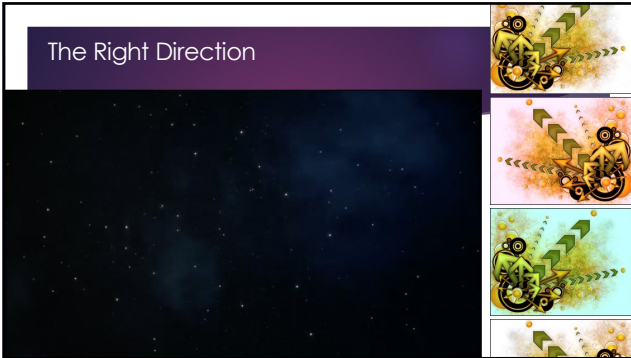
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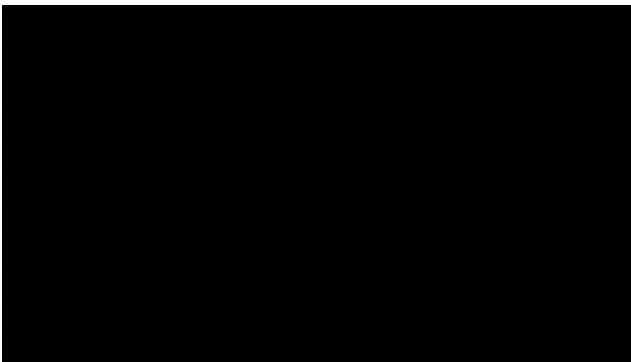
Instructional Rounds

Northern Region

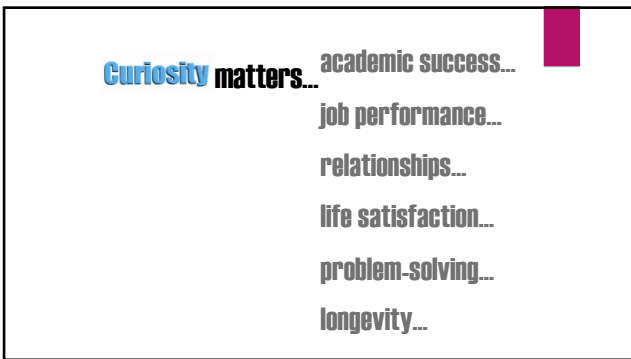
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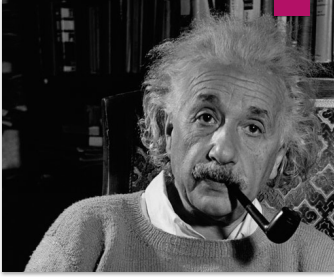


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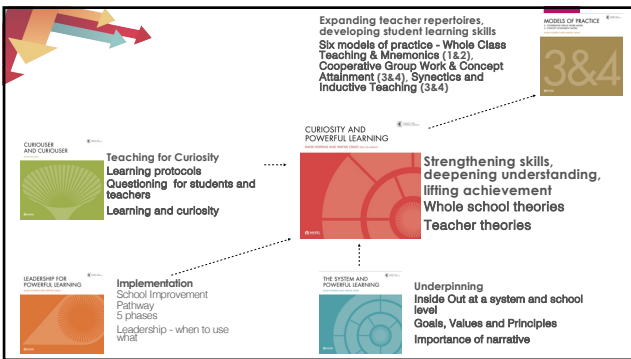
▶ "Curiosity is a delicate little plant, which aside from stimulation, stands mainly in need of freedom"



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CURIOUS If we want our students to be
we have to teach them

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Unleashing Greatness



As Michael Barber once memorably pointed out, one can mandate the move from awful to adequate and fair to good, but as one progresses, one needs to 'unleash greatness'.

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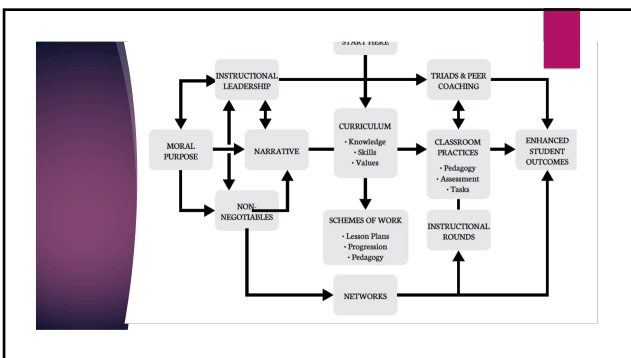



Unleashing Greatness

The Eight Steps

1. Clarify Moral Purpose
2. Focus on Classroom Practice
3. Decide on the Non-negotiables
4. Articulate the Narrative
5. Instructional Rounds & Theories of Action
6. Triads and Peer Coaching
7. Instructional Leadership
8. Network

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Unleashing Greatness – The “Engine House”

- ▶ Focus on the Instructional Core
- ▶ Utilise Instructional Rounds
- ▶ Generate Theories of Action
- ▶ School Improvement Processes & Narrative
- ▶ Implement Triad Working
- ▶ Embrace Action Research

The flowchart illustrates a cyclical process. At the bottom, 'INSTRUCTIONAL ROUNDS' leads to 'CLASSROOM PRACTICES', which includes 'Pedagogy', 'Assessment', and 'Tasks'. 'CLASSROOM PRACTICES' leads to 'ENHANCED STUDENT OUTCOMES'. 'ENHANCED STUDENT OUTCOMES' leads to 'TRIADS & PEER COACHING', which then leads back to 'CLASSROOM PRACTICES'. There is also a direct arrow from 'INSTRUCTIONAL ROUNDS' to 'ENHANCED STUDENT OUTCOMES'.

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INSTRUCTIONAL ROUNDS in EDUCATION

A Network Approach to Improving Teaching and Learning

Elizabeth A. City, Richard F. Elmore, Sarah E. Fiarman, and Lee Teitel

The diagram shows four interconnected circles: 'Student' at the top, 'Teacher' on the left, 'Task' in the center, and 'Content' on the right. Arrows connect each circle to the others, forming a complete graph.

Principles:

- Principle 1: Increases in student learning occur only as a consequence of improvements in the level of content, teachers' knowledge and skill, and student engagement.
- Principle 2: If you change one element of the instructional core, you have to change the other two.
- Principle 3: If you can't see it in the core, it's not there.
- Principle 4: Task predicts performance.
- Principle 5: The real accountability system is in the tasks that students are
- Principle 6: We learn to do the work by doing the work.
- Principle 7: Description before analysis, analysis before

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THE INSTRUCTIONAL ROUNDS PROCESS WORKS LIKE THIS

Rounds visit to focus on teaching and learning in the school

Small groups visit a rotation of classes and descriptive evidence is gathered

Analyse evidence taking into account school context

Develop Theories of Action

Visitors provide structured feedback to school and teachers

Host school uses the Theories of Action as a basis for planning ongoing professional development.

FIVE LESSONS FROM INSTRUCTIONAL ROUNDS

1. **Similar Theories of Action** are defined and implemented in **most schools**, despite differences in schooling phases and contexts
2. This is not a **'nick and mix'** approach. It's necessary to integrate all Theories of Action into a teacher's professional repertoire
3. All Theories of Action are characterised by teaching approaches with **inquiry at their centre**.
4. Some Theories of Action are about the **whole school**, and some are about the **individual practice** of teachers
5. All Theories of Action have a high level of **empirical support** in the research literature.

THE STORY OF OUR INSTRUCTIONAL ROUNDS

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As a result of our “inside-out” work on Instructional Rounds we have identified ten Theories of Action for the Teacher

Promote Curiosity & Authentic Relationships

Emphasise Enquiry Focused Teaching

Adopt Consistent Teaching Protocols

Adopt Consistent Learning Protocols

Harness Learning Intentions, Narrative & Pace

Set Challenging Learning Tasks

Frame Higher Order Questions

Connect Feedback to Data

Commit to Assessment for Learning

Implement Cooperative Groups

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CURIOSITY & POWERFUL LEARNING: EFFECT SIZE

The Effect Size barometer
A barometer like this accompanies each theory of action in the following pages. Some strategies fall in the red zone. They require training. Some learning is attributed to developmental effects – as children and young people develop, they develop new learning capabilities. Notice that in this learning occurring in the orange zone is learning that would probably occur even if there were no schooling. The yellow zone includes teaching strategies leading to learning outcomes that would occur in a typical year of schooling. As teachers and school leaders, our task is to apply strategies that fall in the yellow and blue zones. They are high value strategies. Compared to other strategies, they have the biggest effect size – that is, they make the biggest difference for our students' learning.

Effect Size for Higher Order Questions

Standard Deviations	-3sd	-2sd	-1sd	0sd	1sd	2sd	3sd
Cumulative Percentage	0.4	2.3	15.9	50.0	84.1	97.7	99.6

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Four Whole School Theories of Action

Prioritise High Expectations & Authentic Relationships
If schools and teachers prioritise high expectations and authentic relationships, then curiosity will flourish

Emphasise Enquiry Focused Teaching
If enquiry is a defining characteristic of a school's culture, then the level of student achievement and curiosity will increase

Adopt Consistent Teaching Protocols
If we adopt consistent teaching protocols, then student behaviour, engagement, learning and curiosity will be enhanced

Adopt Consistent Learning Protocols
If we adopt consistent learning protocols in all classes, then all students will experience an enhanced capacity to learn, and to develop skills, confidence and curiosity

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Six Theories of Action for the Teacher
Harness Learning Intentions, Narrative & Pace
 If we harness learning intentions, narrative and pace so students are more secure about their learning, and more willing to take risks, then achievement and understanding will increase and curiosity will be enhanced

Set Challenging Learning Tasks
 If learning tasks are purposeful, clearly defined, differentiated and challenging, then all students will experience powerful, progressive and precise learning

Frame Higher Order Questions
 If we systematically employ higher order questioning, then levels of student understanding will deepen and levels of achievement will increase

Connect Feedback to Data
 If we connect feedback to data about student actions and performance, then behaviour will be more positive, progress will accelerate, and curiosity will be enhanced

Commit to Assessment for Learning
 If we commit to peer assessment, and assessment for learning, then student engagement, learning and achievement will accelerate

Implement Cooperative Groups
 If we implement cooperative group structures and techniques to mediate between whole class instruction and students carrying out tasks, then the academic performance of the whole class will increase

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FOUR WHOLE SCHOOL THEORIES OF ACTION

PRIORITISE HIGH EXPECTATIONS & AUTHENTIC RELATIONSHIPS
 WHEN schools and teachers promote high expectations and authentic relationships THEN curiosity will flourish.

EMPHASISE INQUIRY FOCUSED TEACHING
 WHEN inquiry is a defining characteristic of a school's culture THEN the level of student achievement and curiosity will increase.

ADOPT CONSISTENT TEACHING PROTOCOLS
 WHEN we adopt consistent teaching protocols THEN student behaviour, engagement, learning, and curiosity will be enhanced.

ADOPT CONSISTENT LEARNING PROTOCOLS
 WHEN we adopt consistent learning protocols in all classes THEN all students will experience an enhanced capacity to learn, and to develop skills, confidence, and curiosity.

SIX THEORIES OF ACTION FOR TEACHERS

HARNESS LEARNING INTENTIONS, NARRATIVE & PACE
 WHEN we harness learning intentions, narrative, and pace so students are more secure about their learning, and more willing to take risks THEN achievement and understanding will increase and curiosity will be enhanced.

SET CHALLENGING LEARNING TASKS
 WHEN learning tasks are purposeful, clearly defined, differentiated, and challenging THEN all students will experience powerful, progressive, and precise learning.

FRAME HIGHER ORDER QUESTIONS
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 WHEN we commit to peer assessment, and assessment for learning THEN student engagement, learning, and achievement will accelerate.

IMPLEMENT COOPERATIVE GROUPS
 WHEN we implement cooperative group structures and techniques to mediate between whole class instruction and students carrying out tasks THEN the academic performance of the whole class will increase.

THEORIES OF ACTION Our ten

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Teacher Rubrics
Why?

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Teacher Rubrics

Four purposes for teachers

1. Clearly set out the habits, behaviours, and performance expectations of **high quality teaching**.
2. Support **personal reflection** by teachers about where their practice falls on the continuum
3. Provide a **common reference point** and language for teachers and school leaders when discussing teaching practice and performance
4. **Inform planning** for professional learning and development

Three outcomes for students

ENSURING MASTERY	Teachers plan with an unrelenting focus on high standards to ensure all students achieve mastery
CONTINUAL DEVELOPMENT	Every action and every communication is focussed on the individual student's ability to constantly grow and improve
LONGEVITY	All students set and achieve their goals, and all students are ready for post-school education and employment

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Teacher Rubrics Challenging Tasks

Teacher is aware of strategies that create challenge in the classroom.

- Tasks allow every student to avoid challenge while still meeting course criteria
- Teacher uses subject-specific language to explain through specific language to explain concepts
- Some students are often passive and display off-task behaviour
- A majority of students engage in higher-level cognitive tasks.

Teacher uses teaching strategies that are easily matched to most students' needs.

- Most tasks set by the teacher challenge students and require them to use subject-specific language to explain concepts
- Some students are challenged to demonstrate subject expertise
- Occasionally the teacher introduces challenges and students' level of understanding. This is dependent upon background, engagement, motivation.

Teacher uses well-planned and often experimental teaching strategies. Students learn opportunistically and independently.

- All tasks are precisely targeted to address student needs
- Some students are engaged in explaining and justifying their performance against it.
- Students are engaged to provide contributions or lessons in knowledge and to expose assumptions in knowledge.

Teacher matches teaching strategies to most students' needs.

- Most tasks are differentiated and set within the 20% for all students
- All students demonstrate progress
- Students are encouraged and supported to use subject-specific language to explain their thinking
- Students are asked to perform high-level operations, such as asking, comparing, analysing, and evaluating

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THE COACHING / PEER COACHING MODEL

Theory

Explain and justify the new approach

Demonstrate

Show/model how it can be done in practice

Practice

Teachers practice in non-threatening situations

Feedback






Teachers receive feedback from their triad (professional learning team)

Peer Coaching

Triads support professional learning using protocols

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PEER COACHING - WORKSHOP & WORKPLACE

	Theory			
	Demonstrate			
	Practice			
	Feedback			
	Peer Coaching			

Workshop - "Expert" coaching

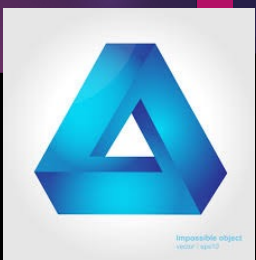
Workplace - Peer coaching

- ⊖ School Improvement Team
- ⊖ Teacher Planning Teams
- ⊖ Peer Observation
- ⊖ School Networks

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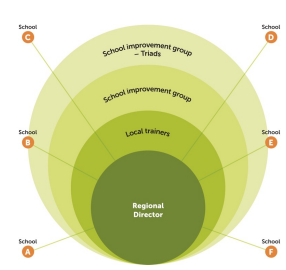
TRIADS

- ▶ Following Workshop
- ▶ Groups of three
- ▶ Meet regularly
- ▶ Observe in pairs using protocols
- ▶ Soon after discuss data
- ▶ Then share with the other
- ▶ Repeat cycle with the other
- ▶ Meet every half term to review and record progress



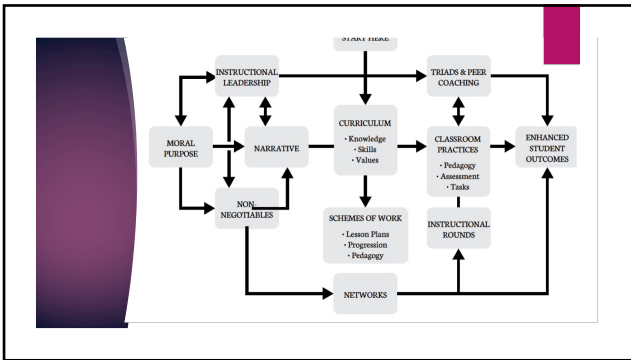
impossible object
www.3dmodels.com

41



Networked Action Research

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Lawrence Stenhouse
British educational thinker,
promoted an active role
for teachers in
educational research and
curriculum development

Proposals based on research are not to be regarded "as an unqualified recommendation, but rather as a **provisional specification** claiming no more than to be worth putting to the test of practice
Such proposals claim to be intelligent rather than correct"


Research knowledge only becomes useful when it is subjected to the discipline of practice through the exercise of the YOUR professional judgement.

44

THE WORLD EXPERT IN YOUR SCHOOL...

YOU!

45



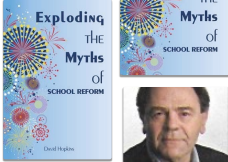

“It is teachers, who in the end, will change the world of the school by understanding it”

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Professor David Hopkins www.profdauidhopkins.com

David Hopkins is Professor Emeritus at the Institute of Education University College London, the University of Nottingham and Chair of Educational Leadership at the University of Bolton.

- He was a Trustee of Outward Bound, founded the charity 'Adventure Learning Schools' and helped establish the National College for School Leadership. David holds visiting professorships at Universities around the world and consults internationally on school reform. Between 2002 and 2005 he served three Secretary of States as the Chief Adviser on School Standards and Head of the Standards and Effectiveness Unit (SEU) at the Department for Education and Skills.
- Previously, he was Chair of the Leicester City Partnership Board and Dean of the Faculty of Education at the University of Nottingham. Before that again he was a Tutor at the University of Cambridge Institute of Education, a Secondary School teacher and an Outward Bound Instructor. David is also an International Mountain Guide (retired) who despite two new knees still climbs and skis in the Alps and Himalayas.
- David's recent book Exploding the Myths of School Reform, completes his school improvement trilogy; the previous two being, Every School a Great School and School Improvement for All. His series of Powerful Learning manuals that provide evidence-based protocols to empower leaders and teachers are now available as 'e-books' as well as being published by McREL and ACEL.
- David was recently ranked the 16th most influential educator in the world by the American based Global Gurus organisation.

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PRACTICE TEXT

Professor David Hopkins
www.profdauidhopkins.com

POLICY RESEARCH

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